



***EDUCATIONAL LEADERSHIP
AND SUPERVISION***

Internship Handbook EDA 690

Updated September 2020

Introduction

The internship (EDA 690 and EDA 690L) is the culminating experience for the School Building and School District Leader certification programs. It allows candidates to apply what has been learned in the program coursework and acquire successful leadership strategies from Mentors. The work done as part of the internship must be carefully documented and submitted through **Taskstream**. This handbook describes the required documentation that must be created and submitted when the internship is complete.

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PROGRAM LEARNING GOALS AND OBJECTIVES

The degree programs offered at Canisius College are accredited by the Middle States Association of Colleges and Universities. Middle States sets forth a requirement that programs must establish learning goals and objectives for the programs and identify how students are assessed according to these learning goals and objectives.

As discussed in the Educational Leadership Program Handbook, the School of Education and Human Services has established a Conceptual Framework to govern the programs offered within the school. The Educational Leadership programs are governed by the Educational Leadership Constituents Council (ELCC) standards and **ELCC standards are used to identify program objectives**. The program objectives are broad, but they are refined in each course as appropriate for the course content. These learning goals, along with the ELCC standards are assessed within the internship.

Learning Goal 1: Candidates in the Educational Leadership programs will demonstrate content knowledge, pedagogical, and professional knowledge necessary for successful performance in their field.

Students will:

Understand and promote continual and sustainable school (district) improvement by appropriately evaluating school (district) progress.

Understand and know how to sustain a school (district) culture and instructional program through collaboration, trust, and personalized learning with high expectations for all students.

Understand how school district policies protect welfare and safety of students and staff.

Understand how school districts are governed and how school district policies establish the foundation for administrative roles, responsibilities, and initiatives.

Learning Goal 2: Candidates in the Educational Leadership programs will demonstrate professional skills and dispositions necessary for successful performance in their field.

Students will:

Collaboratively develop, articulate, and steward a district vision, using data to identify goals and evaluate progress toward those goals.

Create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school (district) program using appropriate technologies.

Develop and supervise the instructional and leadership capacity of staff.

Monitor and evaluate management and operational systems efficiently using human, fiscal, and technological resources.

Respond to community interests and needs by building and sustaining productive relationships with community partners.

Learning Goal 3: Candidates in the Educational Leadership programs will demonstrate willingness to use their skills to benefit and serve society. Within the contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.

Students will:

Understand and mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.

Understand and advocate for students, families, and caregivers by acting to influence local, district, state, and national decisions that impact student learning.

Understand moral and ethical implications of policy options and political strategies.

Learning Goal 4: Candidates will demonstrate self-reflection as a habit of mind, continuously assessing and refining their professional practice as they construct a rich repertoire of research-based knowledge, skills, and attitudes for effective performance ensuring that all students and/or clients have optimal opportunities to learn and grow.

Students will:

Act with integrity and fairness to ensure a school system of accountability for every student's academic and social success and will model principles of self-awareness, reflective practice, transparency, and ethical behavior.

Learning Goal 5: Candidates will become adept at applying their acquired knowledge in the process of evaluating their own professional performance and decision-making with respect to its impact on students and/or clients, organizations, and the wider community

Students will:

Understand and evaluate potential moral and legal consequences of decision making and will promote social justice to ensure that individual student needs inform all aspects of education.

Understand and can anticipate and assess emerging trends and initiatives in order to adapt leadership strategies in an effort to improve the performance of the students.

**EDUCATIONAL LEADERSHIP CONSTITUENTS
COUNCIL (ELCC)
School Building and School District Level Program
Standards**

The Educational Leadership programs include both School Building Leader and School District Leader certification. The standards discussed below address both. The internship has been designed to ensure that opportunities for learning exist for both building and district leadership.

ELCC Standard 1.0: A building (district)-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school (district) vision of learning through the collection and use of data to identify school (district) goals, assess organizational effectiveness, and implement school (district) plans to achieve school (district) goals; promotion of continual and sustainable school (district) improvement; and evaluation of school (district) progress and revision of school (district) plans supported by school (district)-based stakeholders.

ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school (district).

ELCC 1.2: Candidates understand and can collect and use data to identify school (district) goals, assess organizational effectiveness, and implement plans to achieve school (district) goals.

ELCC 1.3: Candidates understand and can promote continual and sustainable school (district) improvement.

ELCC 1.4: Candidates understand and can evaluate school (district) progress and revise school (district) plans supported by school (district) stakeholders.

ELCC Standard 2.0: A building (district)-level education leader applies knowledge that promotes the success of every student by sustaining a school (district) culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school

(district) program; developing and supervising the instructional and leadership capacity of school (district) staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school (district) environment.

ELCC 2.1: Candidates understand and can sustain a school (district) culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.

ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school (district) program.

ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school (district) staff.

ELCC 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school (district) environment.

ELCC Standard 3.0: A building (district)-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school (district) organization, operation, and resources through monitoring and evaluating the school (district) management and operational systems; efficiently using human, fiscal, and technological resources in a school (district) environment; promoting and protecting the welfare and safety of school (district) students and staff; developing school (district) capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

ELCC 3.1: Candidates understand and can monitor and evaluate school (district) management and operational systems.

ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school (district) operations.

ELCC 3.3: Candidates understand and can promote school (district)-based policies and procedures that protect the welfare and safety of students and staff within the school.

ELCC 3.4: Candidates understand and can develop school (district) capacity for distributed leadership.

ELCC 3.5: Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school (district) instruction and student learning.

ELCC Standard 4.0: A building (district)-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school (district) by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school (district) community; building and sustaining positive school (district) relationships with families and caregivers; and cultivating productive school (district) relationships with community partners.

ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school (district)'s educational environment.

ELCC 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school (district) community.

ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school (district) relationships with families and caregivers.

ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school (district) relationships with community partners.

ELCC Standard 5.0: A building (district)-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school (district) system of accountability for every student's academic and social success by modeling school (district) principles of self-awareness, reflective practice,

transparency, and ethical behavior as related to their roles within the school (district); safeguarding the values of democracy, equity, and diversity within the school (district); evaluating the potential moral and legal consequences of decision making in the school (district); and promoting social justice within the school (district) to ensure that individual student needs inform all aspects of schooling.

ELCC 5.1: Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.

ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school (district).

ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school (district).

ELCC 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school (district).

ELCC 5.5: Candidates understand and can promote social justice within the school (district) to ensure that individual student needs inform all aspects of schooling.

ELCC Standard 6.0: A building (district)-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school (district) students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school (district) environment; and anticipating and assessing emerging trends and initiatives in order to adapt school (district) (district)-based leadership strategies.

ELCC 6.1: Candidates understand and can advocate for school (district) students, families, and caregivers.

ELCC 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school (district) environment.

ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school (district)-based leadership strategies.

ELCC Standard 7.0: A building (district)-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school (district)-based field experiences and clinical internship practice within a school (district) setting and is monitored by a qualified, on-site mentor.

ELCC 7.1: Substantial Field and Clinical Internship Experience: The program provides significant field experiences and clinical internship practice for candidates within a school (district) environment to synthesize and apply the content knowledge and develop professional skills identified in the other *Educational Leadership Building (district)-level Program Standards* through authentic, school (district)-based leadership experiences.

ELCC 7.2: Sustained Internship Experience: Candidates are provided a six-month, concentrated (9–12 hours per week) internship that includes field experiences within a school (district)-based environment.

ELCC 7.3: Qualified On-Site Mentor: An on-site school (district) mentor who has demonstrated experience as an educational leader within a school (district) and is selected collaboratively by the intern and program faculty with training by the supervising institution.

Detailed descriptions of the behavioral criteria that demonstrate each of these SBL and SDL Standard Elements can be found on this webpage:

<http://www.canisius.edu/masters-in-educational-administration/handbooks.asp>.

CAEP CRITERIA **KNOWLEDGE, SKILLS, AND DISPOSITIONS**

As noted in the conceptual framework, which is in our program handbook, candidates are required to demonstrate the ability to reflect on their practice, apply knowledge, exhibit skills, and develop dispositions essential to successful leadership in PK-12 settings. Knowledge and skills are developed through exposure to content and practice provided in the required courses in the program along with the experience in the internship.

It is also important for candidates to develop the dispositions that are also needed to be successful. Canisius has identified a list of desired dispositions, along with their behavioral indicators. These dispositions will be assessed by the mentor at the conclusion of the internship. They are described below.

A Canisius student is:

- Enthusiastic- Demonstrates initiative and commitment towards the educational pursuit
 - Takes actions to improve knowledge in subject area content
 - Seeks opportunities and participates in activities that improve skills
 - Finds opportunities to collaborate with other professionals
 - Communicates with other stake-holders of the client's/students' welfare (parents, family members, other professionals)
 - Models appropriate behaviors for students and professionals

- Just- Appreciates value for human diversity and the ideal of fairness
 - Demonstrates positive attitudes, empathy, concern, sensitivity, and fairness toward diverse cultures and learners
 - Exhibits willingness to work with, advocate for, and improve the welfare of clients/students and others of different race, creed, sex, lifestyle, and national origin
 - Demonstrates the belief and fosters student appreciation that diversity in the classroom, in the school, and in society enhances learning
 - Fosters student appreciation for diversity in the classroom, in the school, and in society

- Caring- Demonstrates an attitude of empathy, tolerance and acceptance of others
 - Holds high expectations for all students through a willingness to differentiate instruction/professional intervention
 - Demonstrates consideration and respect for the whole person by acknowledging how different life experiences, opportunities and barriers impact client/student outcomes

- Ethical- Models behavior embodied in the mission of the School and College, and shows integrity in professional practice

- Is honest and trustworthy in communication and interaction with others
- Demonstrates professionally ethical behavior including confidentiality and appropriate interpersonal boundaries
- Demonstrates knowledge of the ethics of their profession through professional behavior
- Responsible-Demonstrates personal and professional accountability for themselves and the profession
 - Works well with peers, staff and other professionals
 - Shares information with peers, staff and other professionals as appropriate
 - Demonstrates professional behavior that includes punctuality and preparedness for professional assignments

The internship is the time where candidates demonstrate all three criteria; knowledge, skills, and dispositions. While most of the required experiences will provide opportunities to demonstrate all three, the internship evaluation will focus on the most appropriate criteria for the task.

**SCHOOL BUILDING LEADER
SCHOOL DISTRICT LEADER**

Description of the Internship

The internship is characterized as the process and product that result from applying the knowledge, skills, and dispositions candidates have acquired in strategic, instructional, organizational, and contextual leadership. Internship experiences will be coupled with related online seminar sessions, leading to a meaningful synthesis of knowledge, skills, service, professionalism, and leadership.

The internship includes a variety of rigorous leadership experiences in diverse settings planned and guided by personnel from Canisius College and cooperating school districts. Interns will be provided substantial responsibilities that increase over time in amount and complexity, and which involve direct interaction and involvement with students, staff, parents, and community leaders. The internship may also include some involvement with social service organizations (e.g., Child and Family Services, Catholic Charities of Buffalo and Rochester, BryLin Hospitals, Mid-Erie Counseling and Treatment Services, People Inc., etc.).

The Internship

The internship requires a minimum of **600 clock hours** translating to a total of **8 credit hours**. Candidates register for EDA 690 and EDA 690L through the Director of the Graduate Education Administration Program, Dr. Keller-Cogan. The Internship (8 credit hours) may be initiated after successful completion of at least 12 credit hours of program coursework, although most students complete all coursework prior to the internship course. Typically, students complete the internship over multiple semesters. When emailing the director, students will note the number of credits (usually 4) and the number of hours (typically 300) per semester. Additionally, there are several paperwork requirements that must be submitted to the Director. They are located in Appendix 1 of this Handbook.

Mentor

Each intern will have a mentor who is an experienced certified administrator who has agreed to supervise the internship experience, providing guidance, support, and feedback as needed. Candidates will also have a Canisius supervisor, Dr. Keller-Cogan. Canisius College will provide an online orientation for interns and their mentors prior to the start of the internship. Canisius will also provide training/advice for mentors during the course of the internship as requested.

The intern and administrative mentor will work collaboratively to design an internship that provides a variety of substantial leadership experiences and responsibilities. If possible, the internship should include experiences in two or more settings (urban and non-urban) and at multiple levels (elementary, secondary, etc.). The internship will include both building and district leadership experiences. Further enrichment of the internship experience will be provided through mandatory participation in the Internship Seminar, EDA690L.

While an optimum internship would comprise a year-long, full-time mentored experience, candidates may be employed full-time and require creative planning to maximize the benefits of the internship. The internship will therefore be tailored to meet the candidate's needs, taking into account one's employment, access to the internship site and future areas of leadership interest, etc.

Below is an example of an internship designed for a candidate who is employed full-time.

Internship Prerequisites

Prior to beginning the internship, each candidate will:

- Have an average score of 4 or better on Common Assignments from Canisius Graduate coursework.
- Have successfully completed a minimum of 12 credits in the Educational Leadership Program at Canisius College.

- Secure an administrative mentor and internship site with approval of the Educational Leadership Program Director.
- Complete and submit the Internship Application (Appendix 1) to the Educational Leadership Program Director.

Internship Goals

As a result of completing the internship, candidates will:

- Have experienced a variety of substantial in-school/district experiences over an extended period of time in diverse settings.
- Have established relationships with school leaders, acting as mentors, who guide them in their preparation for school leadership in appropriate in-school/district experiences.
- Have had some involvement with social service, private, and/or community organizations.

INTERNSHIP GUIDELINES

The following guidelines will assist the candidate (intern) in planning for the internship.

1. With approval of the Program Director, the intern will select/secure a primary setting for the internship as well as an administrative mentor in that setting.
2. The Program Director must approve the administrative mentor and internship site.
3. The mentor assists the intern in selecting relevant tasks and responsibilities as well as in identifying settings for additional experiences (e.g., elementary, secondary, central office, community agency).
4. The assigned Supervisor will communicate with interns and their administrative mentors.
5. The intern will assume administrative duties in the internship setting at the direction of the mentor. These will be divided into two categories: **Day-to-Day Experiences and Extended Leadership Experiences**. The intern will also complete one **Action Research** project. **The Day-To-Day Experience** hours will be documented in a reflective journal that includes a description of each activity, connection to the identified ELCC standard, and reflections that assess the experience and identify goals for improvement. There will be six **Extended Leadership Experiences** (one addressing each ELCC Standard group) that will be evaluated by the mentor. These experiences will also be documented in a separate section of the reflective journal. Each of these **Extended Leadership Experiences** must be at least 20 hours. Finally, the **Action Research** project must be completed and submitted to Taskstream with each of the above assignments for evaluation by the Canisius Instructor who teaches EDA 690. This is the common assignment for the internship.
6. The administrative mentor will complete at least one written evaluation during the internship (see Appendix 4 for the Evaluation Form). Mentors will conference with the intern about their progress and the content of their evaluation.
7. Interns will participate in EDA 690L-ONL, Internship Seminar, which is offered online.
8. The intern arranges for his or her administrative mentor to submit an evaluation and a written *Letter of Completion* to the Educational Leadership Program Director via email upon successful completion of the internship. The guidelines for the letter appear on page 20 of this Handbook.

Day-to-Day Common Experiences

The list of Day-to-Day Common Internship Experiences is provided below. Students should give careful consideration to how each might be applied in the identified internship site(s). Any number of tasks or responsibilities might contribute toward the experience. These details should be described in the **Day to Day Journal**.

1. Work with a district level administrator to plan for renewal or improvement to district's vision. The recommendations should be based on district data and reflect relevant theory and research related to organizational and educational leadership. (ELCC SDL 1.1)
2. Learn about the BEDS forms (Basic Educational Data Sheets) (i.e., contents, purpose, and significance to the school district). Assist the principal in reviewing, completing, and utilizing these and other state forms. (ELCC SDL 1.2)
3. Review and revise school handbooks or manuals articulating the collection between initiatives and the school and district's vision (ELCC SBL 1.3)
4. Analyze student progress using state test scores and/or other forms of assessment. Make recommendations for improved student achievement through implementation of the school's vision. Review these recommendations with your mentor and discuss possible next steps. (ELCC SBL 1.4)
5. Review the procedures involved in opening and closing the school (fall/spring) and assist the principal in the process. (ELCC SBL 2.1)
6. Participate in a special education determinations, placements, and annual reviews, etc. and evaluate instructional strategies for special education students in your building utilizing research-based best practices. (ELCC SBL 2.2)
7. Observe and conference with a regular teacher, a special education teacher, and a classified employee to improve instruction using a variety of approaches (e.g., clinical, developmental/reflective, peer coaching, etc.) The evaluation procedures and forms of the school/district should be utilized in this process. (ELCC SBL 2.3)
8. Research and recommend how a technological improvement would be an improvement to a specific instructional improvement in the district. Communicate your idea to your mentor. (ELCC SDL 2.4)
9. Engage in the daily routines of school building leadership (e.g. supervising student arrival and departure including bus duty, supervising lunchroom, working through discipline and attendance issues, collaborating with staff, families, community, etc.) (ELCC SBL 3.1)

10. Write a grant or participate in the administration of an existing grant addressing an identified need of your district. (ELCC SDL 3.2)
11. Consult with the safety/risk representative of your school/district and review the emergency policies and procedures. Discuss possible changes for improvement given the district's legal responsibility and budgetary constraints. Prepare written documentation (for possible use in student handbook/policy manual) reflecting recommended revisions. (ELCC SDL 3.3)
12. Participate in the hiring process. Serve on teams designed to screen, interview, and hire new staff members (ELCC SBL 3.4).
13. Assist with scheduling school/student activities and/or prepare the schedule for the upcoming school year taking into account strategic, long-term, and operational planning. Use available software to accomplish this task. (ELCC SBL 3.5)
14. Attend several meetings of the district level leadership where the superintendent presides. Observe and record issues discussed, actions taken and/or proposed, and rationale for the actions. Identify how the superintendent brings various stakeholders together and discuss how this can influence implementation of the vision. Participate in the process if possible. (ELCC SDL 4.1)
15. Work with a principal to identify factors influencing the local community that will ultimately affect the school's culture and influence student achievement. Reflect on how community resources might be leveraged to improve school culture. (ELCC SBL 4.2)
16. Attend a meeting of a parent/teacher association. Volunteer to assist with one of their events. Reflect on these relationships facilitate parent participation in the instructional program. (ELCC SBL 4.3)
17. Work with the principal and staff or a district level administration to establish one community partnership that utilizes district or community resources to support district priorities and programs. (ELCC SDL 4.4)
18. Participate in the mediation of student-student, student-staff, staff-staff, and staff-parent conflicts. (ELCC SBL 5.1)
19. Work with a principal or district level administrator to identify existing or potential diversity issues/concerns in the district and develop a plan to prevent, alleviate, or resolve these matters. (ELCC SBL 5.2)
20. Work with a principal or district level administrator to become familiar with the methods that data are used within the district to monitor and ensure equity necessary for all students to be successful. (ELCC SDL 5.3)
21. Identify and reflect on ethical issues affecting your district. In your journal, make policy recommendations on these issues. (ELCC SDL 5.4)

22. Investigate district policies that promote social justice to ensure that individual student needs inform all aspects of schooling (i.e. academic fairness in programming, bullying prevention, peer counseling, etc.) Reflect on how these can influence student achievement. (ELCC SDL 5.5)

23. Review federal and state laws, rules, and regulations as they apply to students with disabilities (e.g., FAPE, LRE, IDEA, Section 504, etc.). Under the direction of the director of pupil personnel services or the CSE chairperson, review the testing and graduation requirements for this population of students in the school. Reflect on the school's compliance, and if applicable, make a recommendation to improve the school's compliance. (ELCC SBL 6.1)

24. Accompany a district administrator to a professional association meeting to observe how advocacy groups can act to influence local, district, state, and national decisions. Reflect on how advocacy can influence the goals established by the district. (ELCC SDL 6.2)

25. Research a national issue facing K-12 education. Reflect on how your district is addressing the issue locally and discuss the costs and benefits of those initiatives. (ELCC SDL 6.3)

Extended Leadership Experiences

The list of Extended Leadership Experiences is provided below. Each of these experiences must be at least **20 hours**. These experiences must apply to both the **school and the district** levels. These details should be described in the Extended Leadership Experience portion of the Reflective Journal. These extended experiences will require closer supervision by your mentor. There is a separate part of the reflective journal where you can describe what you learned from your mentor (or designee) about these experiences.

For each of the Extended Leadership Experiences you are also **required to select a reading** from the professional literature (e.g., journal article, book chapter, technical or research report, etc.) related to that specific experience. A brief summary of the reading along with the APA citation should be included in the reflective journal for each experience. Your reflections should refer to the reading to contextualize your experience and lend credibility to your actions.

These **Extended Leadership Experiences** will be the basis for the mentor evaluation. Using this work, the mentors will assess how well you demonstrate proficiency in both the ELCC Building and District Level Standards.

26. Conduct a needs assessment and plan for professional development to address identified needs. Work with others to organize, facilitate, and evaluate. Recommend multiple techniques for professional development responding to the

identified needs. Consider the impact at the **school and district level**. (ELCC SBL/SDL 1.1-1.4)

27. Assume a position of leadership in a district curriculum or planning committee utilizing data to assess instructional practices and describe the strengths and weaknesses of various practices. Make recommendations based on this analysis at the **school and district level**. (ELCC SBL/SDL 2.1-2.4)

28. With the district treasurer or business administrator, review all accounts and accounting procedures, including the annual audit. Be sure to include extracurricular accounts, resource allocation, accounts payable, and accounts receivable. Work with the principal and district level business official in developing the **school and district budget**. (ELCC SBL/SDL 3.1-3.5)

29. Plan and implement/conduct a public relations program/activity for the **school/district** that highlights collaboration with families and community member that meets needs of both. Write a plan for articulating the **school/district** program (mission, vision, priorities) to the community. Work with the media to have the **school/district** featured in some manner. (ELCC SBL/SDL 4.1-4.4)

30. Review policies, procedures, and programs currently in place in the school to integrate academic and vocational development in light of the community's economic conditions in an effort to accommodate needs of diverse learners and improve educational opportunities and make recommendations for improvement at the **school and district level**. Reflect on how these policies ensure equity, fairness, and social justice. Also, consider the legal consequences of inaction. (ELCC SBL/SDL 5.1-5.5)

31. School policy often stands at the intersection of laws/regulations and the needs of the school/community. Communication can go in both directions. State and Federal regulators are pushing for greater accountability for teachers by connecting their efforts to the performance of the students. Regulations and laws have been changed to move in this direction. Many in the schools and communities are resisting this trend. Attend meetings in your district dealing with this issue. Reflect on how this trend, and the new laws, will result in new district policy and how this policy will affect the students. In what ways is the **school and district** trying to influence state and national decisions. (ELCC SBL/SDL 6.1-6.3)

Action Research

Background:

The ultimate goal of any administrative intervention would be to positively influence the learning environment in a manner that improves student learning. Action Research provides a vehicle to clearly identify a need, a set of actions/interventions to be taken to address that need, sources of data that will assess the effectiveness of the intervention and make adjustments necessary based on the data.

The influence of the school leader on the performance of the students is often indirect. It is reflected in the priority placed on quality professional development provided, tactful and targeted feedback provided to teaching staff, or modifications to school-wide policies or practices to address a specific problem.

Assignment:

1. Identify an instructional need of an individual teacher or group of teachers, or a school-wide problem area in your internship setting. This need or problem should be based on a source of data that summarizes the performance of the students in that setting. Sources of data might include state assessment results, detention/suspension rates, individual class assessments like tests or projects, attendance rates, or other student data sources. If non-assessment sources are used, a connection to student performance must be described. Write a summary of how this data identifies a need or problem and how it will lead you to devise plans to address the need or problem.
2. Consult with your teacher, group of teachers, or other responsible parties to identify and recommend an action or set of actions that could improve the school culture or instructional program in an effort to improve performance of all students involved in the problem.
3. Establish and describe a procedure to evaluate the effectiveness of the actions in collaboration with the teachers or other responsible parties. Summarize the results of the initiative at the conclusion of the study.
4. Supervise the teacher, teachers, or other responsible parties as they implement the plan and provide advice as appropriate. This should be described in your written reflections.
5. Provide professional development to the teacher, teachers, or other responsible parties to help them to use technology to devise a method of collecting data that they can use for continuous improvement in their classroom or setting. This should be described in your written reflections.

This assignment will be evaluated according to the following rubric. Ensure the evidence you provide meets a level 6 standard.

| Action Research | Unacceptable 2 | Acceptable 4 | Target 6 |
|--|---|---|---|
| Identify a need or problem based on student data and discuss how this data leads to a plan for | Intern does not demonstrate the ability to develop and use evidence-centered research strategies to | Intern demonstrates the ability to develop and use evidence-centered research strategies to create goals based on the | Intern demonstrates the ability to develop and use evidence-centered research strategies to create goals based on |

| | | | |
|---|--|---|--|
| improvement. (ELCC SBL 1.2) | create goals based on the evidence. | evidence. | the evidence and collaboratively develop improvement plan to meet the goals. |
| Consult with teachers or staff to develop a plan to improve culture or instructional program. (ELCC SBL 2.1) | Intern does not demonstrate the ability to lead a collaborative planning process to improve at least two of the following: Incorporate cultural competence into instructional or policy practices, monitor programs to ensure personalized learning opportunities for all students, incorporate diversity into instructional or policy practices, facilitate the use of appropriate content-based learning materials and strategies, and promotes trust, equity, fairness and respect among students, parents, and school staff. | Intern demonstrates the ability to lead a collaborative planning process to improve at least two of the following: Incorporate cultural competence into instructional or policy practices, monitor programs to ensure personalized learning opportunities for all students, incorporate diversity into instructional or policy practices, facilitate the use of appropriate content-based learning materials and strategies, and promotes trust, equity, fairness and respect among students, parents, and school staff. | Intern demonstrates the ability to lead a collaborative planning process to improve all of the following : Incorporate cultural competence into instructional or policy practices, monitor programs to ensure personalized learning opportunities for all students, incorporate diversity into instructional or policy practices, facilitate the use of appropriate content-based learning materials and strategies, and promotes trust, equity, fairness and respect among students, parents, and school staff. |
| Establish and describe a procedure to evaluate the effectiveness of the actions in improving student performance and summarize the results at the conclusion of the study. (ELCC SBL 2.2) | Intern does not demonstrate the ability to plan and evaluate an articulated curricular initiative using evidence-centered research. | Intern demonstrates the ability to plan and evaluate an articulated curricular initiative using evidence-centered research. | Intern demonstrates the ability to plan and evaluate an articulated curricular initiative using evidence-centered research and can interpret the data and communicate progress toward achievement. |
| Supervise the teacher, teachers, or staff as they implement the plan and provide advice as appropriate. Provide reflections of this process. (ELCC SBL 2.3) | Intern reflection does not demonstrate one of the following: works collaboratively with teacher to improve teaching and learning and recommends the use of differentiated instructional strategies or policies to maximize | Intern reflection demonstrates one of the following: works collaboratively with teacher to improve teaching and learning and recommends the use of differentiated instructional strategies or policies to maximize | Intern reflection demonstrates both of the following works collaboratively with teacher to improve teaching and learning, and recommends the use of differentiated instructional strategies or policies to maximize |

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| | instruction. | instruction. | instruction, |
| Provide professional development to the teacher, teachers, or staff to help them to use technology to devise a personal method of collecting data that they can use for continuous improvement in their classroom or other setting. Provide written reflections describing the session(s). (ELCC SBL 2.4) | Intern reflection does not demonstrate the ability to provide support and training to teachers so that they can use technology to collect and analyze data in order to improve their classroom instruction or other procedures and student performance. | Intern reflection demonstrates the ability to provide support and training to teachers so that they can use technology to collect and analyze data in order to improve their classroom instruction or other procedures and student performance. | Intern reflection demonstrates the ability to provide support and training to teachers so that they can use technology to collect and analyze data in order to improve their classroom instruction or other procedures and student performance, providing a vehicle for teacher accountability for overall school results. |

Documenting the Internship

I. Internship Agreement, Site Profile, and Internship Plan

All candidates are required to submit an Internship Application (Appendix 1) prior to being registered for the internship. It is possible for a candidate to have experiences at multiple sites. A site description and internship agreement must be submitted for each site.

II. Day-to-Day Journal:

The template for the Day-to-Day Journal is attached as Appendix 2. This template should be utilized to establish an internship plan. The plan will include brief descriptions of activities and estimated hours for each experience. As the hours and reflections are completed, these items will be updated in the reflective journal.

The candidate (intern) is responsible for documenting experiences in this **Day-to-Day Journal** during the internship. The journal should include two sections: **Day-to-Day Experiences and Extended Leadership Experiences**. The **Day-to-Day Experience** hours will be documented in the journal and include a description of each activity, connection to the identified ELCC standard, and reflections that assess the experience and identify goals for improvement. There are no minimum number of hours required for each of the day-to-day experiences.

The reflections for the **Extended Leadership Experiences** will also be documented in the Day-to-Day journal, but additional connections should be made to related readings for these experiences. Reflections should also be included that describe knowledge gained through interaction with the mentor. Each of these Extended Leadership Experiences must be at least 20 hours.

Interns are expected to thoughtfully reflect on what they have observed, what they have learned, and what the deeper issues may be, in order to gain the most from their experience. All required experiences must be listed, and hours spent must be documented. At least 600 hours must be documented through the course of the internship.

Please note that entries addressing internship experiences need to include comments on how the experience relates to the ELCC Standards and the Canisius Conceptual Framework (i.e., knowledge, service, professionalism/leadership as articulate in the Learning Goals), as well as goals for self-improvement. **On the first page of the Day-to-Day Journal place your name, student ID number, Mentor’s name and job title, the school(s) in which your journal work was completed , the number of hours you plan to complete at this site, and the school year(s) during which the experience took place.** The journal will become part of your portfolio and serve as evidence of your ability to demonstrate competencies. Reflections included in the portfolio will be rated the following rubric:

Please see below two **Exemplars** for work that earned the Targeted scores:

EXEMPLAR 1

| Day-to-Day Experience #13: Assist with scheduling school/student activities and/or prepare the schedule for the upcoming school year taking into account strategic, long-term, and operational planning. Use available software to accomplish this task. (ELCC SBL 3.5) | | | |
|--|----------------------|---------------------|---|
| Planned Hours | Dates | Actual Hours | Activity Description(s) |
| | 7/12 7/13 7/20 | 25 | 7/12-7/13 I worked on creating the master schedule for Harvey Austin, a PK-8 building. We started with scheduling the special areas and then moved on to making sure that each class was getting the district required amount of time for each content area. We used Microsoft Excel for the entire scheduling process before entering the official schedules into Infinite Campus. 7/20- We added a .5 physical education teacher due to the number of students in our building. We revamped the PE schedule to reflect the additional staff member, however we only have one gym that can be divided in to 2 sections with 3.5 PE teachers. Grades K & 1 will participate in PE in the auditorium. |
| | | | Reflection on connection to identified standard and conceptual framework 7/12-7/13 I worked directly with the building principal and assistant principal to build a master schedule for the upcoming school year. We used Microsoft Excel to make user friendly schedules and Infinite Campus to build student and teacher schedules electronically. Infinite Campus is used for grades, attendance, and disciplinary issues. It was important to consult the district guidelines for time students should be learning in each content area. The required times change based on grade level band and departmentalization in the middle and upper grades had to be considered. In addition, special area class requirements differ |

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| | | <p>based on grade level.</p> <p>7/20 When we added the new PE teacher, we had to think about operational planning due to the limited space in the gymnasium. We decided that when weather cooperates, those students can go outside for PE, but when it doesn't, the auditorium can be used for PE classes for those additional classes, particularly in grades PK-2.</p> |
| | Total 399 | <p>Reflection on learning and goals for improvement. Must list at least one strategy to improve process, outcome or leadership strategy.</p> <p>7/12-7/13 Through the scheduling process I learned a lot about state and district mandates for time to be spent in each content area including PE and how they compare to the district requirements and emphasis on Math and Literacy. I also learned how difficult it is to schedule around the various contracts that are in place for district employees. By creating the Specials schedule first, we were able to then fill in the classroom schedules. We had to take into consideration the schedule for Falk School classes as well. Ensuring that all classes are built accurately in Infinite Campus is extremely important because that's the system that feeds the rest of the district apps and websites. It is also the grading system used district wide, which provides communication with families via the Parent Portal. If students aren't listed in Infinite Campus correctly, they won't be listed in apps and resources such as STAR Math, Clever, MyOn, Castle Learning, etc.</p> <p>7/20 Changes are always happening based on funding and mandates. It's important to be prepared for the changes and be flexible so that changes can be made easily. I wonder what other programs are available besides Infinite Campus because it doesn't seem to have the capabilities that my school had when I was in high school. It seems much more cumbersome to work with than the programs that were used in my middle/high schools 15+ years ago.</p> |

EXEMPLAR TWO

| | | | |
|---|---------------------|---------------------|---|
| Day-to-Day Experience #9 Engage in the daily routines of school building leadership (e.g. supervising student arrival and departure including bus duty, supervising lunchroom, working through discipline and attendance issues, collaborating with staff, families, community, etc.) (ELCC SBL 3.1) | | | |
| Planned Hours | Dates | Actual Hours | Activity Description(s) |
| | '17-'18 School Year | 160 | Throughout the school year, I supervised the arrival and dismissal of students daily. During arrival and dismissal times it's important to be actively supervising students to eliminate any behavior issues and ensure on time arrival to classes. During arrival, students are expected to get breakfast from stations in the hallway, go to their locker, and go directly to homeroom to eat breakfast. During dismissal, students are walked out to their busses by their teachers based on grade level bands. Many students attend the afterschool program which can cause chaos in the halls. Staff are assigned to each floor to bring students to the cafeteria for snack before the after school program begins. I also supervised one lunch period each day. During lunch, students are |

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| | | <p>expected to go directly to their table and wait for their proctor to give them permission to get lunch. Upon getting lunch, students are expected to get everything they need to eliminate the need to keep re-entering the lines. In my lunch period, there are third through fifth grade students. Third grade students get their lunches first. After they have gotten their lunch, they go to the salad bar, and return to their table. The following grade levels get their lunch in order. The last 5 minutes of lunch are silent, and students clean up any mess they made before their teachers arrive to pick them up.</p> <p>Reflection on connection to identified standard and conceptual framework A large portion of a building administrator’s day should be being visible to staff and students throughout the school day in common areas and classrooms. I have had the opportunity this school year to engage in the routines of building leadership in a variety of ways. Each day I have arrival and departure responsibilities, lunchroom supervision responsibilities, and frequent behavior management responsibilities particularly in the middle school grade levels. In addition, I collaborate with community partners such as M&T Bank and Buffalo Promise Neighborhood to assist with Saturday Academy set up, etc.</p> <p>Reflection on learning and goals for improvement. Must list at least one strategy to improve process, outcome or leadership strategy. I have found that one of the major deficits in terms of managing behavior at arrival, dismissal, and during lunch is the lack of procedures and expectations spelled out and demonstrated in each area. Students aren’t taught what acceptable behavior looks like in these areas and it isn’t reinforced on a regular basis. Some consistency across the school in establishing and enforcing behavior policies would help ensure that students were in a safe and productive learning environment. In previous schools that I’ve worked in, there were behavior matrices, assemblies, etc. to promote positive behavior and review behavior expectations. Oftentimes we would begin a contest or weekly incentive for classes, but there was rarely any follow through on it. In addition to those day to day responsibilities, I often assist administrators, teachers and students in working through discipline problems. Many teachers don’t have clear expectations set forth for student behavior in their classrooms. While morning circle time is provided for community building, there is no Positive Behavior Interventions and Supports program and no formal character education program. Policies, procedures, and consequences are not posted and reviewed, and students aren’t cognitively engaged, which leads to a whole host of behavior problems. Having worked in 2 other schools with more successful behavior management systems in place, I know that one of the requirements I would make as a leader is that teachers must have clear rules and procedures and hold students accountable in more positive ways. I would develop a team of teachers to put a PBIS/MTSS-B program in place. I would also adopt a character education program to be used to promote positive behavior in and outside of the classroom.</p> |
|--|--|--|

| Experiences | Unacceptable 1-2 | Acceptable 3-4 | Target 5-6 |
|---|---|---|---|
| Reflection for each of experiences 1-31 | Candidate does not complete at least two of the following: makes connections between the experiences and the identified standard, the relevant Learning Goal, and identifies goals for improvement | Candidate completes at least two of the following: makes connections between the experience and the identified standard, the relevant Learning Goals, and identifies goals for improvement | Candidate makes connections between the experience and the identified standard, the relevant Learning Goal, and identifies goals for improvement |

The Day-to-Day Journal will be reviewed periodically by the administrative mentor and should be used during conferences as a catalyst for thoughtful discourse, deep reflection, honest feedback, etc. **In order to facilitate the final evaluation of the Day-to-Day Journal , it must be uploaded to Taskstream.**

III. Internship Seminar (EDA 690L-ONL):

Internship candidates are required to register for both the Internship (EDA 690) and the Internship Lab (EDA 690L-ONL) by **emailing the Program Director at kellercm@canisius.edu**. The Internship Lab is offered online and will provide candidates with an opportunity to expand their knowledge and skills in strategic, instructional, organizational, and contextual leadership. In order to earn a passing grade for the internship, the Internship Lab must also be successfully completed.

IV. Interim and Final Evaluation

Mentors must complete a written evaluation at the end of the internship. In some cases, at the college supervisor’s discretion, an interim evaluation may be completed as well. The evaluation form is included as Appendix 4. **The completed evaluation form should uploaded into Taskstream.**

If a candidate utilizes an alternative site for one or more of the required common experiences, the mentor will indicate this on the evaluation form by entering NO (not observed) on the evaluation form. A separate evaluation form must be completed by the alternate mentor for those specific experiences. This should be approved, in advance, by Dr. Keller-Cogan.

V. Letter of Completion

After the completion of all hours and evaluations, the mentor must submit a letter of completion to Dr. Keller-Cogan via email at kellercm@canisius.edu. The letter:

1. Must be written on district letterhead of the internship site.

2. Must contain the starting and ending dates of the internship.
3. Must contain the number of internship hours completed.
4. Must contain evaluative comments regarding the internship.
5. Must contain the name, title, and signature of the internship mentor.
6. Must include the mentor(s) W9 form.

VI. Checklist

The checklist attached as Appendix 5 will document the completion of all requirements.

VII. Internship Certificate

Students enrolled in the SBL or SDL certificate program may be eligible for an Internship Certificate once 50% of the coursework has been successfully completed. A certificate of this type is issued to a student in a NYS registered/approved graduate teacher education program (teacher, pupil personnel or school leadership) which includes an internship experience(s). The student must be 50% through the program and the program has to determine if a student is eligible for this Internship certificate.

The Certificate is valid for up to two years and is not renewable while the student is matriculated in the program and completing the internship requirement of the program. When the student completes or leaves the program, the certificate is no longer valid.

The application fee payable to NYS Education Department is \$50.00. Instead of a paper certificate being provided, the certification is verified through the TEACH System.

VIII. Requesting Endorsement

Students are eligible to complete the designated program (SBL, SDL, or Masters) the specific program requirements have been fulfilled (all coursework, the 600 hour internship, 6-hour DASA training) and submitted all coursework into Taskstream, had it scored and returned. Please visit your Griff Audit 2.0 to verify all of your program requirements are listed as complets.

To request Endorsement,

- Go to the student home page
- You need to apply for Endorsement through the student portal. Click on the School of Education and Human Services all the way on the bottom left (under My Communities). That redirects you to another page. There is a tab at the top for certification endorsements.
- The Associate Dean will receive your request and process it through TEACH. If anything is missing, she'll contact you.
- Canisius College Program Codes: **SDL 29140** , **SBL 29139**

Internship Application – APPENDIX 1

**Registering for the Administrative Internship Application Packet
EDA690 and EDA690L**

In order to register for the Administrative Internship (EDA690) and the Administrative Internship Lab (EDA690L), you must complete this application packet.

The packet consists of:

- The Internship Agreement
- The Primary Internship Site Profile
- Confirmation of the six-hour DASA (Dignity for All Students Act) training

Administrative Internship registration must be processed through the Educational Leadership Program Office. Please send the above listed documents as email attachments to Dr. Keller-Cogan kellercm@canisius.edu. Once the documents are reviewed you will be registered for EDA690 and EDA690L.

Please address any questions or concerns to Dr. Keller-Cogan at kellercm@canisius.edu

| | | |
|--|-----|----|
| Disabled (check one) | Yes | No |
| Number of Hours to be Completed at this site | | |

 Intern (Signature/Date)

 Administrative Mentor (Signature/Date)

 College Supervisor (Signature/Date)

Internship Application - APPENDIX 1 (continued)

Primary Internship Site Profile

Prepare a profile of the primary internship site. The profile should include:

1. A description of the community and families served; the children served;
2. The staff and its organization;
3. The physical plant (e.g., accessibility for persons with disabilities, safety, cleanliness, noise level, distractions; size, etc.);
4. The curriculum;
5. The means of instruction and the evaluation of instructional practices;
6. The school culture; the leadership;
7. The means of governance including connections with the central office;
8. The means of maintaining discipline and control;
9. The school budget including school activity, athletic funds, and other funds; the diversity within the community;
10. Your feelings and impressions about the school; your recommendations on how the school might better meet the needs of the students, families, and staff (e.g., educational, social, emotional, economic).

While statistical data will help you describe the school and its programs, you must also consider your own perceptions in preparing this profile.

**Internship Application - APPENDIX 1
(continued)**

**Dignity for All Students Act (DASA)
Training**

**NYSED requires all administrators
to complete a 6-hour in-person OR
online DASA Training**

_____ I have completed DASA training
and am attaching my DASA certificate to
this application.

_____ I will complete DASA training
prior to the completion of my internship.
Once I complete this training, I will forward
my DASA certificate to Dr. Keller-Cogan
via email (kellercm@canisius.edu).

Intern Signature/Date

Appendix 2
Day-to-Day Journal
 (boxes will expand as you type)

Student Name:
CC ID Number:

Mentor Name:
Mentor Job title and work location:

Location(s) of Internship: School year(s) or semesters in which experience occurred:
(name and address)

Number of hours completed:

| Day-to-Day Experience #1: Work with a district level administrator to plan for renewal or improvement to district's vision. The recommendations should be based on district data and reflect relevant theory and research related to organizational and educational leadership. (ELCC SDL 1.1) | | | |
|---|--------------|---------------------|--|
| Planned Hours | Dates | Actual Hours | Activity Description(s) |
| | | | |
| | | | Reflection on connection to identified standard and conceptual framework |
| | | Total | Reflection on learning and goals for improvement. Must list at least one strategy to improve process, outcome or leadership strategy. Must list at least one strategy to improve process, outcome or leadership strategy. |

Day-to-Day Experience #2: Learn about the BEDS forms (Basic Educational Data Sheets) (i.e., contents, purpose, and significance to the school district). Assist the principal in reviewing, completing, and utilizing these and other state forms. (ELCC SDL 1.2)

| Planned Hours | Dates | Actual Hours | Activity Description(s) |
|---------------|-------|--------------|--|
| | | | |
| | | | Reflection on connection to identified standard and conceptual framework |
| | | Total | Reflection on learning and goals for improvement. Must list at least one strategy to improve process, outcome or leadership strategy. Must list at least one strategy to improve process, outcome or leadership strategy. |

Day-to-Day Experience #3: Review and revise school handbooks or manuals articulating the collection between initiatives and the school and district’s vision (ELCC SBL 1.3)

| Planned Hours | Dates | Actual Hours | Activity Description(s) |
|---------------|-------|--------------|---|
| | | | |
| | | | Reflection on connection to identified standard and conceptual framework |
| | | Total | Reflection on learning and goals for improvement. <u>Must list at least one strategy to improve process, outcome or leadership strategy.</u> Must list at least one strategy to improve process, outcome or leadership strategy. |

Day-to-Day Experience #4: Analyze student progress using state test scores and/or other forms of assessment. Make recommendations for improved student achievement through implementation of the school’s vision. Review these recommendations with your mentor and discuss possible next steps. (ELCC SBL 1.4)

| Planned Hours | Dates | Actual Hours | Activity Description(s) |
|----------------------|--------------|---------------------|---|
| | | | |
| | | | Reflection on connection to identified standard and conceptual framework |
| | | Total | Reflection on learning and goals for improvement. <u>Must list at least one strategy to improve process, outcome or leadership strategy. Must list at least one strategy to improve process, outcome or leadership strategy.</u> |

Day-to-Day Experience #5: Review the procedures involved in opening and closing the school (fall/spring) and assist the principal in the process. (ELCC SBL 2.1)

| Planned Hours | Dates | Actual Hours | Activity Description(s) |
|----------------------|--------------|---------------------|---|
| | | | |
| | | | Reflection on connection to identified standard and conceptual framework |
| | | Total | Reflection on learning and goals for improvement. <u>Must list at least one strategy to improve process, outcome or leadership strategy.</u> |

Day-to-Day Experience #6: Participate in a special education determinations, placements, and annual reviews, etc. and evaluate instructional strategies for special education students in your building utilizing research-based best practices. (ELCC SBL 2.2)

| Planned Hours | Dates | Actual Hours | Activity Description(s) |
|---------------|-------|---------------------|--|
| | | | |
| | | | <p>Reflection on connection to identified standard and conceptual framework</p> |
| | | <p>Total</p> | <p>Reflection on learning and goals for improvement. <u>Must list at least one strategy to improve process, outcome or leadership strategy.</u></p> |

Day-to-Day Experience #7: Observe and conference with a regular teacher, a special education teacher, and a classified employee to improve instruction using a variety of approaches (e.g., clinical, developmental/reflective, peer coaching, etc.) The evaluation procedures and forms of the school/district should be utilized in this process. (ELCC SBL 2.3)

| Planned Hours | Dates | Actual Hours | Activity Description(s) |
|---------------|-------|---------------------|--|
| | | | |
| | | | <p>Reflection on connection to identified standard and conceptual framework</p> |
| | | <p>Total</p> | <p>Reflection on learning and goals for improvement. <u>Must list at least one strategy to improve process, outcome or leadership strategy.</u></p> |

Day-to-Day Experience #8: Research and recommend how a technological improvement would be an improvement to a specific instructional improvement in the district. Communicate your idea to your mentor. (ELCC SDL 2.4)

| Planned Hours | Dates | Actual Hours | Activity Description(s) |
|---------------|-------|--------------|---|
| | | | |
| | | | Reflection on connection to identified standard and conceptual framework |
| | | Total | Reflection on learning and goals for improvement. <u>Must list at least one strategy to improve process, outcome or leadership strategy.</u> |

Day-to-Day Experience #9 Engage in the daily routines of school building leadership (e.g. supervising student arrival and departure including bus duty, supervising lunchroom, working through discipline and attendance issues, collaborating with staff, families, community, etc.) (ELCC SBL 3.1)

| Planned Hours | Dates | Actual Hours | Activity Description(s) |
|---------------|-------|--------------|---|
| | | | |
| | | | Reflection on connection to identified standard and conceptual framework |
| | | Total | Reflection on learning and goals for improvement. <u>Must list at least one strategy to improve process, outcome or leadership strategy.</u> |

Day-to-Day Experience #10: Write a grant or participate in the administration of an existing grant addressing an identified need of your district. (ELCC SDL 3.2)

| Planned Hours | Dates | Actual Hours | Activity Description(s) |
|---------------|-------|--------------|--|
| | | | |
| | | | Reflection on connection to identified standard and conceptual framework |
| | | Total | Reflection on learning and goals for improvement. <u>Must list at least one strategy to improve process, outcome or leadership strategy.</u> |

Day-to-Day Experience #11: Consult with the safety/risk representative of your school/district and review the emergency policies and procedures. Discuss possible changes for improvement given the district's legal responsibility and budgetary constraints. Prepare written documentation (for possible use in student handbook/policy manual) reflecting recommended revisions. (ELCC SDL 3.3)

| Planned Hours | Dates | Actual Hours | Activity Description(s) |
|---------------|-------|--------------|--|
| | | | |
| | | | Reflection on connection to identified standard and conceptual framework |
| | | Total | Reflection on learning and goals for improvement. <u>Must list at least one strategy to improve process, outcome or leadership strategy.</u> |

Day-to-Day Experience #12: Participate in the hiring process. Serve on teams designed to screen, interview, and hire new staff members (ELCC SBL 3.4).

| Planned Hours | Dates | Actual Hours | Activity Description(s) |
|---------------|-------|--------------|---|
| | | | |
| | | | Reflection on connection to identified standard and conceptual framework |
| | | Total | Reflection on learning and goals for improvement. <u>Must list at least one strategy to improve process, outcome or leadership strategy.</u> |

Day-to-Day Experience #13: Assist with scheduling school/student activities and/or prepare the schedule for the upcoming school year taking into account strategic, long-term, and operational planning. Use available software to accomplish this task. (ELCC SBL 3.5)

| Planned Hours | Dates | Actual Hours | Activity Description(s) |
|---------------|-------|--------------|---|
| | | | |
| | | | Reflection on connection to identified standard and conceptual framework |
| | | Total | Reflection on learning and goals for improvement. <u>Must list at least one strategy to improve process, outcome or leadership strategy.</u> |

Day-to-Day Experience #14: Attend several meetings of the district level leadership where the superintendent presides. Observe and record issues discussed, actions taken and/or proposed, and rationale for the actions. Identify how the superintendent brings various stakeholders together and discuss how this can influence implementation of the vision. Participate in the process if possible. (ELCC SDL 4.1)

| Planned Hours | Dates | Actual Hours | Activity Description(s) |
|---------------|-------|--------------|--|
| | | | |
| | | | Reflection on connection to identified standard and conceptual framework |
| | | Total | Reflection on learning and goals for improvement. <u>Must list at least one strategy to improve process, outcome or leadership strategy.</u> |

Day-to-Day Experience #15: Work with a principal to identify factors influencing the local community that will ultimately affect the school's culture and influence student achievement. Reflect on how community resources might be leveraged to improve school culture. (ELCC SBL 4.2)

| Planned Hours | Dates | Actual Hours | Activity Description(s) |
|---------------|-------|--------------|--|
| | | | |
| | | | Reflection on connection to identified standard and conceptual framework |
| | | Total | Reflection on learning and goals for improvement. <u>Must list at least one strategy to improve process, outcome or leadership strategy.</u> |

Day-to-Day Experience #16: Attend a meeting of a parent/teacher association. Volunteer to assist with one of their events. Reflect on these relationships facilitate parent participation in the instructional program. (ELCC SBL 4.3)

| Planned | Dates | Actual | Activity Description(s) |
|---------|-------|--------|-------------------------|
|---------|-------|--------|-------------------------|

| Hours | | Hours | |
|-------|--|--------------|---|
| | | | |
| | | | Reflection on connection to identified standard and conceptual framework |
| | | Total | Reflection on learning and goals for improvement. <u>Must list at least one strategy to improve process, outcome or leadership strategy.</u> |

Day-to-Day Experience #17: Work with the principal and staff or a district level administration to establish one community partnership that utilizes district or community resources to support district priorities and programs. (ELCC SDL 4.4)

| Planned Hours | Dates | Actual Hours | Activity Description(s) |
|---------------|-------|--------------|---|
| | | | |
| | | | Reflection on connection to identified standard and conceptual framework |
| | | Total | Reflection on learning and goals for improvement. <u>Must list at least one strategy to improve process, outcome or leadership strategy.</u> |

Day-to-Day Experience #18: Participate in the mediation of student-student, student-staff, staff-staff, and staff-parent conflicts. (ELCC SBL 5.1)

| Planned Hours | Dates | Actual Hours | Activity Description(s) |
|---------------|-------|--------------|-------------------------|
| | | | |

| | | | |
|--|--|--------------|--|
| | | | |
| | | | Reflection on connection to identified standard and conceptual framework |
| | | Total | Reflection on learning and goals for improvement. Must list at least one strategy to improve process, outcome or leadership strategy. |

Day-to-Day Experience #19: Work with a principal or district level administrator to identify existing or potential diversity issues/concerns in the district and develop a plan to prevent, alleviate, or resolve these matters. (ELCC SBL 5.2)

| Planned Hours | Dates | Actual Hours | Activity Description(s) |
|----------------------|--------------|---------------------|---|
| | | | |
| | | | Reflection on connection to identified standard and conceptual framework |
| | | Total | Reflection on learning and goals for improvement. <u>Must list at least one strategy to improve process, outcome or leadership strategy.</u> |

Day-to-Day Experience #20: Work with a principal or district level administrator to become familiar with the methods that data are used within the district to monitor and ensure equity necessary for all students to be successful. (ELCC SDL 5.3)

| Planned Hours | Dates | Actual Hours | Activity Description(s) |
|----------------------|--------------|---------------------|--------------------------------|
| | | | |

| | | | |
|--|--|--------------|--|
| | | | <p>Reflection on connection to identified standard and conceptual framework</p> |
| | | Total | <p>Reflection on learning and goals for improvement. <u>Must list at least one strategy to improve process, outcome or leadership strategy.</u></p> |

| | | | |
|---|--------------|---------------------|--|
| <p>Day-to-Day Experience #21: Identify and reflect on ethical issues affecting your district. In your journal, make policy recommendations on these issues. (ELCC SDL 5.4)</p> | | | |
| Planned Hours | Dates | Actual Hours | Activity Description(s) |
| | | | <p>Reflection on connection to identified standard and conceptual framework</p> |
| | | Total | <p>Reflection on learning and goals for improvement. <u>Must list at least one strategy to improve process, outcome or leadership strategy.</u></p> |

| | | | |
|---|--------------|---------------------|--------------------------------|
| <p>Day-to-Day Experience #22: Investigate district policies that promote social justice to ensure that individual student needs inform all aspects of schooling (i.e. academic fairness in programming, bullying prevention, peer counseling, etc.) Reflect on how these can influence student achievement. (ELCC SDL 5.5)</p> | | | |
| Planned Hours | Dates | Actual Hours | Activity Description(s) |
| | | | |

| | | | |
|--|--|--------------|---|
| | | | Reflection on connection to identified standard and conceptual framework |
| | | Total | Reflection on learning and goals for improvement. <u>Must list at least one strategy to improve process, outcome or leadership strategy.</u> |

Day-to-Day Experience #23: Review federal and state laws, rules, and regulations as they apply to students with disabilities (e.g., FAPE, LRE, IDEA, Section 504, etc.). Under the direction of the director of pupil personnel services or the CSE chairperson, review the testing and graduation requirements for this population of students in the school. Reflect on the school's compliance, and if applicable, make a recommendation to improve the school's compliance. (ELCC SBL 6.1)

| Planned Hours | Dates | Actual Hours | Activity Description(s) |
|----------------------|--------------|---------------------|---|
| | | | Reflection on connection to identified standard and conceptual framework |
| | | Total | Reflection on learning and goals for improvement. <u>Must list at least one strategy to improve process, outcome or leadership strategy.</u> |

Day-to-Day Experience #24: Accompany a district administrator to a professional association meeting to observe how advocacy groups can act to influence local, district, state, and national decisions. Reflect on how advocacy can influence the goals established by the district. (ELCC SDL 6.2)

| Planned Hours | Dates | Actual Hours | Activity Description(s) |
|----------------------|--------------|---------------------|--------------------------------|
| | | | |

| | | | |
|--|--|-------|--|
| | | | Reflection on connection to identified standard and conceptual framework |
| | | Total | Reflection on learning and goals for improvement. <u>Must list at least one strategy to improve process, outcome or leadership strategy.</u> |

Day-to-Day Experience #25: Research a national issue facing K-12 education. Reflect on how your district is addressing the issue locally and discuss the costs and benefits of those initiatives. (ELCC SDL 6.3)

| Planned Hours | Dates | Actual Hours | Activity Description(s) |
|---------------|-------|--------------|--|
| | | | Reflection on connection to identified standard and conceptual framework |
| | | Total | Reflection on learning and goals for improvement. <u>Must list at least one strategy to improve process, outcome or leadership strategy.</u> |

Appendix 3
Reflective Journal Extended Leadership
Experiences
 (boxes will expand as you type)

Extended Leadership Experience #26: Conduct a needs assessment and plan for professional development to address identified needs. Work with others to organize, facilitate, and evaluate. Recommend multiple techniques for professional development responding to the identified needs. Consider the impact at the **school and district level**. (ELCC SBL/SDL 1.1-1.4)

Related Reading (APA Citation and Brief Summary)

| Planned Hours | Dates | Actual Hours | Activity Description(s) |
|----------------------|--------------|---------------------|--|
| | | | |
| | | | Reflection on connection to identified standard and conceptual framework |
| | | | Reflection on your learning and your goals for improvement |
| | | | Reflection on what you learned about this experience from your mentor |
| | | | Total Reflection on how your experience connected to your related reading |

Extended Leadership Experience #27: Assume a position of leadership in a district curriculum or planning committee utilizing data to assess instructional practices and describe the strengths and weaknesses of various practices. Make recommendations based on this analysis at the **school and district level.** (ELCC SBL/SDL 2.1-2.4)

Related Reading (APA Citation and Brief Summary)

| Planned Hours | Dates | Actual Hours | Activity Description(s) |
|----------------------|--------------|---------------------|---|
| | | | Reflection on connection to identified standard and conceptual framework |
| | | | Reflection on your learning and your goals for improvement |
| | | | Reflection on what you learned about this experience from your mentor |
| | | | Total |

Extended Leadership Experience #28: With the district treasurer or business administrator, review all accounts and accounting procedures, including the annual audit. Be sure to include extracurricular accounts, resource allocation, accounts payable, and accounts receivable. Work with the principal and district level business official in developing the **school and district budget**. (ELCC SBL/SDL 3.1-3.5)

Related Reading (APA Citation and Brief Summary)

| Planned Hours | Dates | Actual Hours | Activity Description(s) |
|---------------|-------|---------------------|--|
| | | | |
| | | | <p>Reflection on connection to identified standard and conceptual framework</p> |
| | | | <p>Reflection on your learning and your goals for improvement</p> |
| | | | <p>Reflection on what you learned about this experience from your mentor</p> |
| | | <p>Total</p> | <p>Reflection on how your experience connected to your related reading</p> |

Extended Leadership Experience #29: Plan and implement/conduct a public relations program/activity for the **school/district** that highlights collaboration with families and community member that meets needs of both. Write a plan for articulating the **school/district** program (mission, vision, priorities) to the community. Work with the media to have the school/district featured in some manner. (ELCC SBL/SDL 4.1-4.4)

Related Reading (APA Citation and Brief Summary)

| Planned Hours | Dates | Actual Hours | Activity Description(s) |
|---------------|-------|--------------|--|
| | | | |
| | | | <p>Reflection on connection to identified standard and conceptual framework</p> |
| | | | <p>Reflection on your learning and your goals for improvement</p> |
| | | | <p>Reflection on what you learned about this experience from your mentor</p> |
| | | Total | <p>Reflection on how your experience connected to your related reading</p> |

Extended Leadership Experience #30: Review policies, procedures, and programs currently in place in the school to integrate academic and vocational development in light of the community’s economic conditions in an effort to accommodate needs of diverse learners and improve educational opportunities and make recommendations for improvement at the **school and district level**. Reflect on how these policies ensure equity, fairness, and social justice. Also, consider the legal consequences of inaction. (ELCC SBL/SDL 5.1-5.5)

Related Reading (APA Citation and Brief Summary)

| Planned Hours | Dates | Actual Hours | Activity Description(s) |
|---------------|-------|--------------|---|
| | | | |
| | | | <p>Reflection on connection to identified standard and conceptual framework</p> |
| | | | <p>Reflection on your learning and your goals for improvement</p> |
| | | | <p>Reflection on what you learned about this experience from your mentor</p> |
| | | | <p>Total</p> <p>Reflection on how your experience connected to your related reading</p> |

Extended Leadership Experience #31: School policy often stands at the intersection of laws/regulations and the needs of the school/community. Communication can go in both directions. State and Federal regulators are pushing for greater accountability for teachers by connecting their efforts to the performance of the students. Regulations and laws have been changed to move in this direction. Many in the schools and communities are resisting this trend. Attend meetings in your district dealing with this issue. Reflect on how this trend, and the new laws, will result in new district policy and how this policy will affect the students. In what ways is the **school and district** trying to influence state and national decisions. (ELCC SBL/SDL 6.1-6.3)

Related Reading (APA Citation and Brief Summary)

| Planned Hours | Dates | Actual Hours | Activity Description(s) |
|----------------------|--------------|---------------------|---|
| | | | |
| | | | Reflection on connection to identified standard and conceptual framework |
| | | | Reflection on your learning and your goals for improvement |
| | | | Reflection on what you learned about this experience from your mentor |
| | | | Reflection on how your experience connected to your related reading |

**Appendix 4
MENTOR INTERNSHIP
EVALUATION**

| | | |
|------------------|----------------------------------|------------------|
| Intern Name: | Internship Dates: | |
| Mentor Name: | This is a(n): (please check one) | |
| School/District: | Interim Evaluation | Final Evaluation |

The internship requires the candidate to complete 600 clock hours of experience. The candidate is required to complete a group of required experiences and maintain a reflective journal that documents all of the dates and times spent on the activities associated with the required experiences, provides a reflection on what is learned, how the experience meets the ELCC standards as identified in the Internship Handbook, and the candidate's goals for self-improvement.

By signing below, the mentor acknowledges that he/she has reviewed the intern's Day-to-Day Journal and attests to the accuracy of the dates and times that are described therein.

Mentor Signature

Instructions to Mentor for Completing Evaluation of Intern: In the first part, please evaluate the intern's skill in carrying out the required experience according to the criteria identified in the rubric. You should consider the intern's Extended Leadership Experiences as the basis for your evaluation. You may consider **observed behavior, produced artifacts, and/or the reflections written** by the intern. The Extended Leadership Experiences were carefully selected to provide connection to both

building and district level standards. Please provide a separate entry for each. In the second part of the evaluation, please assess the intern's dispositions using the descriptions provided.

Extended Leadership Experiences

Please use the following codes:

T Target – demonstrates a majority of the criteria associated with the standard

A Acceptable – demonstrates some of the criteria associated with the standard

U Unacceptable – does not demonstrate criteria associated with the standard

| Extended Leadership Experience #26: Conduct a needs assessment and plan for professional development to address identified needs. Work with others to organize, facilitate, and evaluate. Recommend multiple techniques for professional development responding to the identified needs. Consider the impact at the school and district level. (ELCC SBL/SDL 1.1-1.4) | | |
|--|-----------------------|-----------------------|
| Standard | Building Level | District Level |
| ELCC Standard Element 1.1: Candidate understands and can collaboratively develop, articulate, implement, and steward a shared school/district vision of learning for a school/district by designing and supporting a collaborative process for developing and implementing a that vision; articulating a school/district vision of learning characterized by a respect for students and their families and community partnerships; developing a comprehensive plan for communicating the school/district vision to appropriate constituencies; formulate plans to steward school/district vision statements. | | |
| ELCC Standard Element 1.2: Candidate understands and can collect and use data to identify school/district goals, assess organizational effectiveness, and implement school/district plans to achieve school/district goals by developing and using evidence-centered research strategies and strategic planning processes; creating school/district-based strategic, tactical, and strategic goals; collaboratively developing and implementing plans to achieve those goals; evaluating school/district improvement processes. | | |
| ELCC Standard Element 1.3: Candidate understands and can promote continual and sustainable school/district improvement by identifying strategies or practices to build organizational capacity to support continual and sustainable school/district improvement; identifying strategies for developing school/district leadership capacity; creating a district plan to implement transformational change; designing a | | |

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| comprehensive, school/district professional development program. | | |
| ELCC Standard Element 1.4: Candidate understands and can evaluate school/district progress and revise school/district plans supported by school/district stakeholders by developing a plans to monitor program development and implementation of school/district goals; constructing evaluation processes to assess the effectiveness of school/district plans and programs; interpreting information and communicating progress toward achievement of school/district vision and goals for educators in the community and other stakeholders. | | |

Extended Leadership Experience #27: Assume a position of leadership in a district curriculum or planning committee utilizing data to assess instructional practices and describe the strengths and weaknesses of various practices. Make recommendations based on this analysis at the **school and district level.** (ELCC SBL/SDL 2.1-2.4)

| Standard | Building Level | District Level |
|--|-----------------------|-----------------------|
| ELCC Standard Element 2.1: Candidate understands and can sustain a school/district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students by leading school/district change and collaboration that focuses on improvements to school/district practices, student outcomes, curriculum, and instruction; incorporates cultural competence in development of programs, curriculum, and instructional practices; uses learning management systems to support personalized learning across the school/district; develops comprehensive programs that meet the unique learning needs and interests of diverse student populations and school personnel across the district; promotes trust, equity, fairness, and respect among school board members, school administrators, faculty, parents, students, and the school/district community. | | |
| ELCC Standard Element 2.2: Candidate understands and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school/district program by aligning curriculum and instruction with school/district assessments; collaborating with faculty across the school/district to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum; using evidence-centered research in making curricular and instructional decisions; providing school/district resources to support quality curriculum and instruction; designing district evaluation systems, make district plans based on multiple measures of teacher performance and student outcomes, and provide feedback based on evidence. | | |
| ELCC Standard Element 2.3: Candidate understands and can develop and supervise the instructional and leadership capacity across the school/district by collaboratively developing plans to improve the school/district's effect on teaching and learning; designing the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction within the school/district; facilitating school leadership through development of school/district activities that focus on teaching and student learning; designing | | |

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| school/district professional growth plans to increase the capacity of school/district staff and leaders that reflect national professional development standards; using a variety of school/district approaches to improve school/district staff performance; developing school/district systems for effective and efficient management of policies, procedures, and practices. | | |
| ELCC Standard Element 2.4: Candidate understands and can promote the most effective and appropriate school/district technologies to support teaching and learning within the school/district by using technologies to enrich school/district curriculum and instruction; monitoring instructional practices across the school/district and providing assistance to school administrators; using school/district technology and performance management systems to monitor, analyze, and evaluate school/district data results for accountability reporting. | | |

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| Extended Leadership Experience #28: With the district treasurer or business administrator, review all accounts and accounting procedures, including the annual audit. Be sure to include extracurricular accounts, resource allocation, accounts payable, and accounts receivable. Work with the principal and district level business official in developing the school and district budget . (ELCC SBL/SDL 3.1-3.5) | | |
| Standard | Building Level | District Level |
| ELCC Standard Element 3.1: Candidate understands and can monitor and evaluate school/district management and operational systems by analyze school/district processes and operations to identify and prioritize strategic and tactical challenges for the school/district; developing school/district operational policies and procedures; developing plans to implement and manage long-range goals for the district; developing plans to create and sustain strategic alignment throughout the district. | | |
| ELCC Standard Element 3.2: Candidate understands and can efficiently use human, fiscal, and technological resources within the school/district by developing multi-year fiscal plans and annual budgets aligned to the school/district’s priorities and goals; analyzing a school/district’s budget and financial status; developing facility and space utilization plans for the school/district; projecting long-term resource needs of a school/district; using technology to manage district operational systems. | | |
| ELCC Standard Element 3.3: Candidate understands and can promote school/district-level policies and procedures that protect the welfare and safety of students and staff across the district by improving and implementing school/district policies and procedures for safe and secure central office and school-work environments (including district office, school personnel, students, and visitors) that encompass crisis planning and management; evaluating and implementing school/district-wide discipline management plan. | | |
| ELCC Standard Element 3.4: Candidate understands and can develop school/district capacity for distributed leadership by identify leadership capabilities of staff at various levels within the school/district; modeling distributed leadership skills; involving school/district and school personnel in decision making processes. | | |

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|---|--|--|
| ELCC Standard Element 3.5: Candidate understands and can ensure that school/district time focuses on supporting high-quality school instruction and student learning by develop school/district policies that protect instructional time and schedules; developing school/district calendars and schedules. | | |
|---|--|--|

| Extended Leadership Experience #29: Plan and implement/conduct a public relations program/activity for the school/district that highlights collaboration with families and community member that meets needs of both. Write a plan for articulating the school/district program (mission, vision, priorities) to the community. Work with the media to have the school/district featured in some manner. (ELCC SBL/SDL 4.1-4.4) | | |
|---|-----------------------|-----------------------|
| Standard | Building Level | District Level |
| ELCC Standard Element 4.1: Candidate understands and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school/district’s educational environment by use collaboration strategies to collect, analyze, and interpret information pertinent to the school/district environment; communicating information about the school/district environment to the community. | | |
| ELCC Standard Element 4.2: Candidate understands and can mobilize community resources by promoting understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources throughout the school/district by identifying and using diverse community resources to improve district programs. | | |
| ELCC Standard Element 4.3: Candidates understands and can respond to community interests and needs by building and sustaining positive school/district relationships with families and caregivers by conducting needs assessments of families and caregivers within the school/district; developing collaboration strategies for effective school/district relationships with families and caregivers; involving families and caregivers in district decision making about their student's education. | | |
| ELCC Standard Element 4.4: Candidate understands and can respond to community interests and needs by building and sustaining productive school/district relationships with community partners by conducting needs assessment of district community partners; developing effective relationships with a variety of school/district community partners; involving community partners in the decision making processes within the school/district. | | |

Extended Leadership Experience #30: Review policies, procedures, and programs currently in place in the school to integrate academic and vocational development in light of the community’s economic conditions in an effort to accommodate needs of diverse learners and improve educational opportunities and make recommendations for improvement at the **school and district level**. Reflect on how these policies ensure equity, fairness, and social justice. Also, consider the legal consequences of inaction. (ELCC SBL/SDL 5.1-5.5)

| Standard | Building Level | District Level |
|--|----------------|----------------|
| ELCC Standard Element 5.1: Candidate understands and can act with integrity and fairness to ensure a school/district system of accountability for every student's academic and social success by act with integrity and fairness in supporting school/district policies and staff practices that ensure every student's academic and social success; creating an infrastructure that helps to monitor and ensure equitable school/district practices. | | |
| ELCC Standard Element 5.2: Candidate understands and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school/district by formulating a leadership platform grounded in ethical standards and practices; analyzing district leadership decisions in terms of established ethical practices. | | |
| ELCC Standard Element 5.3: Candidate understands and can safeguard the values of democracy, equity, and diversity by develop, implement, and evaluate school/district policies and procedures that support democratic values, equity, and diversity issues; developing appropriate communication skills to advocate for democracy, equity, and diversity. | | |
| ELCC Standard Element 5.4: Candidate understands and can evaluate the potential moral and legal consequences of decision making in a district by formulating sound school/district strategies to solve educational dilemmas; evaluating school/district strategies to prevent difficulties related to moral and legal issues. | | |
| ELCC Standard Element 5.5: Candidate understands and can promote social justice within the school/district to ensure that individual student needs inform all aspects of schooling by reviewing and critiquing school/district policies, programs, and practices to ensure that student needs inform all aspects of schooling, including social justice, equity, confidentiality, acceptance, and respect between and among students and faculty within the school/district; developing the resiliency to uphold core values and persist in the face of adversity. | | |

| <p>Extended Leadership Experience #31: School policy often stands at the intersection of laws/regulations and the needs of the school/community. Communication can go in both directions. State and Federal regulators are pushing for greater accountability for teachers by connecting their efforts to the performance of the students. Regulations and laws have been changed to move in this direction. Many in the schools and communities are resisting this trend. Attend meetings in your district dealing with this issue. Reflect on how this trend, and the new laws, will result in new district policy and how this policy will affect the students. In what ways is the school and district trying to influence state and national decisions. (ELCC SBL/SDL 6.1-6.3)</p> | | |
|---|----------------|----------------|
| Standard | Building Level | District Level |
| ELCC Standard Element 6.1: Candidate understands and can advocate for school/district students, families, and caregivers by analyze how school/district law and policy is applied consistently, fairly, and | | |

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| ethically; advocating based on an analysis of the complex causes of poverty and other disadvantages; serving as a respectful spokesperson for students and families served by the district. | | |
| ELCC Standard Element 6.2: Candidate understands and can act to influence local, district, state, and national decisions affecting student learning in a school/district environment by advocating for school/district policies and programs that promote equitable learning opportunities for student success; communicating policies, laws/regulations, and procedures to appropriate school/district stakeholders. | | |
| ELCC Standard Element 6.3: Candidate understands and can anticipate and assess emerging trends and initiatives in order to leadership strategies by identifying and anticipating emerging trends and issues likely to affect the school/district; adapting district leadership strategies and practice to address emerging district issues. | | |

Candidate Dispositions

Please use the following codes:

- 2. The statements are very descriptive of the candidate**
- 1 The statements are somewhat descriptive of the candidate**
- 3 The statements are not descriptive of the candidate**

Enthusiastic: *Demonstrates initiative and commitment towards educational pursuit*

- Takes actions to improve knowledge in subject area content
- Seeks opportunities and participates in activities that improve skills
- Finds opportunities to collaborate with other professionals
- Communicates with other stakeholders of the client's/students' welfare

(parents, family members, other professionals)

- Models appropriate behaviors for students and professionals

Just- *Demonstrates appreciation for human diversity and the ideal of fairness*

- Demonstrates positive attitudes, empathy, concern, sensitivity, and fairness toward diverse cultures and learners
- Exhibits willingness to work with, advocate for, and improve the welfare of clients/students and others of different race, creed, sex, lifestyle, and national origin
- Demonstrates the belief and fosters student appreciation that diversity in the classroom, in the school, and in society enhances learning
- Fosters student appreciation for diversity in the classroom, in the school, and in society

Caring- *Demonstrates an attitude of empathy, tolerance and acceptance of others*

- Holds high expectations for all students through a willingness to differentiate instruction/professional intervention
- Demonstrates consideration and respect for the whole person by acknowledging how different life experiences, opportunities and barriers impact client/student outcomes

Ethical- *Models behavior embodied in the mission of the School and College, and shows integrity in professional practice*

- Is honest and trustworthy in communication and interaction with others
- Demonstrates professionally ethical behavior including confidentiality and appropriate interpersonal boundaries
- Demonstrates knowledge of the ethics of their profession through professional behavior

Responsible- *demonstrates personal and professional accountability for themselves and the profession*

- Works well with peers, staff and other professionals
- Shares information with peers, staff and other professionals as appropriate
- Demonstrates professional behavior that includes punctuality and preparedness for professional assignments

APPENDIX 5

Canisius College: Intern Supervisor Checklist for Required Documents

Intern Name (printed)

Canisius I.D. # _____

EDA Course: EDA 690

All of the following need to be submitted at the conclusion of the internship:

1. _____ EDA690 (eight credit hours) requires intern to complete 600 internship hours and all 25 day-to-day and 6 extended leadership experiences for both the SBL and the SDL.
2. _____ Reflective Journal – Must include a daily log and reflection as described in the Internship Handbook. This should be uploaded into Taskstream when complete.
3. _____ Extended Leadership Reflections and Related Readings – This can be combined with the Reflective Journal and should be uploaded into Taskstream when complete.
4. _____ Action Research Project – This should be uploaded into Taskstream when complete.
5. _____ Administration Intern Final Evaluation and if required, the Interim Evaluation by mentor. A notification of

completion document should be uploaded
into Taskstream.

6. _____ Letter of Completion from
mentor specifying number of hours intern
was supervised. Email to Dr. Keller-Cogan
kellerem@canisius.edu

7. _____ Completed W9 Tax form
from Mentor. Email to Dr. Keller-Cogan

I recommend that the above student receive
a grade of:

___ Pass
___ Incomplete
___ Fail

Intern Supervisor Signature
Date

Mentor Payment Information Form

Please provide the following information so your \$600* stipend for serving as a Canisius College Administrative Internship Mentor can be processed and a check mailed to you.

Your name _____

Street Address _____

City and State _____

Zip

Phone Number

Mentor Social Security Number _____

Your Intern's Name _____

Intern's Canisius ID Number

Mentor Signature Date

Thank you for giving generously of your time, talent, energy to support and guide your Administrative Intern

Please return to:

Meg Keller-Cogan Ed.D. kellercm@canisius.edu

The W-9 Form below must be completed by the Mentor and submitted via email to Dr. Keller-Cogan kellercm@canisius.edu

Form **W-9** Request for Taxpayer

Give Form to the

(Rev. December 2014) **Identification Number and Certification** **Do not**
 Department of the Treasury **send to the IRS.**
 Internal Revenue Service

- 1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.
- 2 Business name/disregarded entity name, if different from above
- 3 Check appropriate box for federal tax classification; check only **one** of the following seven boxes: **4**

Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):
 Individual/sole proprietor or C Corporation S Corporation Partnership
 Trust/estate single-member LLC Exempt payee code (if any)

Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=partnership)

Note. For a single-member LLC that is disregarded, do not check LLC; check the appropriate box in the line above for Exemption from FATCA reporting the tax classification of the single-member owner. code (if any)

- 5 Address (number, street, and apt. or suite no.) Requester's name and address (optional)
- 6 City, state, and ZIP code
- 7 List account number(s) here (optional)

Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid

Social security number

backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity see the Part I instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN* on page 3. or

Note. If the account is in more than one name, see the instructions for line 1 and the chart on page 4

guidelines on whose number to enter.

| | | | | | | | | | |
|---------------------------------------|--|--|--|--|--|--|--|--|--|
| Employer identification number | | | | | | | | | |
| | | | | | | | | | |

Certification

Under penalties of perjury, I certify that:

- 1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
 - 2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
 - 3. I am a U.S. citizen or other U.S. person (defined below); and
 - 4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.
- Certification instructions.** You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions on page 3.